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ABSTRACT

Six hundred 1970 and 1975 graduates of the Teacher Education Program (TEP) of Southern Illinois University at Carbondale were surveyed on biographical and workrelated data, on the graduates' perceptions of their own competencies in the areas of planning, instruction, and evaluation, and on their perceptions of the degree to which the TEP was satisfactory in preparing them to perform in those three areas. Responses to the survey questions are presented in tabular form and are discussed in the text. Instruments used in the survey, which involved mail questionnaires, telephone interviews, and a combination of the two techniques, are presented in the appendix. (MJB)

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Report On A Follow-up Study of a Selected Sample of 1970 and 1975 Teacher Education Program Graduates at Southern Illinois University at Carbondale

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Purpose

The purpose of this report is to present the findings of a follow-up study of a selected group of 1970 and 1975 graduates of the Teacher Education Program at Southern Illinois University at Carbondale. The follow-up study itself was part of a larger study concerned with comparing the effects of three follow-up techniques in obtaining information from graduates conducted by this author (Ph.D. dissertation, SIU-C, 1977).

Summary of the Study

Sample

Of the 1,899 persons who graduated from the Teacher Education Program at Southern Illinois University at Carbondale in 1970 and 1975, 600 graduates were randomly selected for participation in the study. The 600 graduates were randomly assigned, 200 each, to three survey groups: a mail questionnaire group, a telephone interview group, and a combination survey group. Of the 200 graduates in each group, half were 1970 graduates and half were 1975 graduates.

While three survey methodologies were used in this follow-up survey, the survey items used with each method were identical. Therefore, the development of the form used in the mail questionnaire method is presented in the next section.

Development of the Questionnaire

A mail questionnaire was designed and constructed according to the guidelines offered by four primary sources: Oppenheim (1966), Erdos (1970),

Babbie (1973), and Anderson and Berdie (1974).

The above authors, as well as a host of other survey researchers, have repeatedly stated that the design and construction of survey instruments must be determined by the type of information desired from the respondents and by the goals of the survey. Consideration was given to these facts in developing the mail questionnaire, since its purpose was to gather data on the Teacher Education Program at SIU-C through the perceptions of its graduates. Specifically, three areas of inquiry were investigated by the questionnaire: 1) biographical and work-related data on the graduates; 2) the graduates' perceptions of their own competencies in three areas of teaching skills; and 3) the graduates' perceptions of the degree to which the Teacher Education Program at SIU-C was satisfactory in preparing them to perform basic activities in the three areas of teaching skills.

Questionnaire.

The mail questionnaire was developed in three sections, analagous to the three areas of inquiry listed above. Part one of the mail questionnaire, under the heading "General Information", was designed to provide data from each graduate in the following areas:

1) The type(s) of standard Illinois Teacher Certificates the graduate holds.
2) The types of teaching positions the graduate has held since graduation from SIU-C, if any.
3) Information as to whether or not the graduate is currently teaching.
4) The graduate's current or most recent teaching assignment, if any.
5) The number of years the graduate had taught, if any.
6) The reason the graduate had not taught since receiving the Bachelor's degree from SIU-C, if applicable.

7) The graduate's current occupation if he/she was not teaching.

8) The graduate's perception of the extent to which the experiences in the Teacher Education Program at SIU-C benefited the graduate in a non-teaching occupation.

9) The extent to which the graduate pursued advanced formal education beyond the Bachelor's degree.

10) The manner in which the graduate sought teaching positions.

Parts two and three, the core of the mail questionnaire, consisted of sixteen items dealing with three commonly accepted basic teaching activity areas: Planning, Instruction, and Evaluation. These three teaching areas were selected on the basis of generally accepted goals of teacher preparation programs, and on the basis of the specific output goals of the Teacher Education Program at SIU-C.

The original sixteen teaching activity statements were distributed to a panel of seven judges, all of whom possessed expertise in the field of teacher education and all of whom were familiar with the Teacher Education Program at SIU-C. Each member of the panel was asked to review and make suggestions regarding the teaching activity statements in light of the following questions:

1) Were the statements representative of the desired outcomes of the SIU-C Teacher Education Program?

2) Were the statements representative of the desired outcomes of teacher preparation programs in general?

3) Were there any serious omissions in the list of activities?

4) Were the statements adequately free from confusion?

The same list of teaching activity statements were reviewed by a selected group of recent program graduates.

Based on the written and oral comments received from the two groups of reviewers, and on the results of a subsequent pilot study of the questionnaire, the activity statements were revised to the form in which they appeared in the mail questionnaire of this study. (See Appendix A.)

To facilitate an analysis of internal response consistency, the items in the three teaching activity areas were further divided into two categories: global items and specific items. The global items were designed to assess the overall aspect of the respective teaching activity area. The specific items were constructed to measure greater detailed segments of the respective teaching activity areas. The following statements were classified as global teaching activity items:

Global Planning Activity;

Item 13. Your overall ability to plan for teaching.

Global Instruction Activity;

Item 9. Your overall ability to provide instruction to the students.

Global Evaluation Activity;

Item 4. Your overall ability to evaluate the results of your teaching endeavors.

The following statements were classified as specific teaching activity items:

Specific Planning Items;

Item 1. Your ability to develop instructional objectives within the ability ranges of the students.

Item 3. Your ability to prepare long range course plans and objectives.

Item 7. Your ability to organize subject metter and instructional activities so that the students do learn.

Specific Instruction Activity Items;

Item 2. Your ability to establish and maintain rapport with the students.

Item 5. Your ability to maintain effective classroom discipline.

Item 10. Your ability to use an appropriate variety of instructional techniques.

Item 12. Your ability to pace the process of instruction according to the responses of the students.

Item 14. Your ability to motivate the students.

Item 16. Your ability to communicate effectively with the students.

Specific Evaluation Activity Items;

Item 6. Your ability to develop and use a system for evaluating student progress in learning.

Item 8. Your ability to assess the level of student abilities prior to instruction.

Item 11. Your ability to develop formal assessment procedures consistent with the instructional objectives of the class.

Item 15, "Your overall knowledge of your subject matter," was designed to measure an overall aspect of teaching which is connected to all three teaching areas. Thus, it was not classified into any of the forementioned categories of teaching activities.

The same sixteen teaching activity statements were used with parts two and three of the mail questionnaire. In part two, each graduate was asked to indicate the degree to which he or she personally felt capable of performing each activity. The respondent was given six choices ranging from "Extremely Capable" to "Extremely Incapable." A "No Opinion" choice was also supplied as a response escape mechanism for the graduate.

In part three, each graduate was asked to indicate the degree to which the Teacher Education Program at SIU-C has been satisfactory in preparing the graduate to perform each teaching activity. The respondent was given six choices ranging from "Extremely Satisfactory" to "Extremely Unsatisfactory." A "No Opinion" choice was again provided as a response escape mechanism for the graduate.

The questionnaire items were typed and arranged so as to permit the construction of a two-page, foldout questionnaire. Part one, "General Information" appeared on the first page of the instrument. The sixteen teaching activity statements were located in the middle of the two inside pages with directions and response choices for part two printed on the second page. The directions and response choices for part three were printed on page three.

An open-ended statement requesting additional comments regarding the Teacher Education Program at SIU-C or the survey itself appeared at the top of the last page of the questionnaire. In addition, a business reply, postage-paid return envelope "face" was printed on page four. By properly folding the questionnaire in thirds, thus exposing the return envelope "face", the completed questionnaire could be returned easily without using a self-addressed, stamped return envelope.

The questionnaire was mass-produced on canary colored paper using a photo offset reproduction process. The investigator believed that the combination of lettering, paper, and reproduction would provide for a professional looking questionnaire--a factor repeatedly stressed in research literature on questionnaire design (Babbie, 1973; Erdos, 1970). Further, Patterson and Tinker (1940) and, more recently, Matteson (1974) suggested that black lettering on a yellow background aids in readibility.

Finally, results from a study by Sharma and Singh (1967) indicated that the color of the questionnaire should not have any adverse effects on the results of the survey.

The identical items used in the mail questionnaire were used in the telephone interview method and the combination survey method. In these two methods, telephone interview schedules were developed from the contents of the mail questionnaire.

Procedures of the Survey

On October 1, 1976, each graduate in the group was sent first-class an initial survey packet consisting of the cover letter and the questionnaire. Seven school days following receipt of the first completed questionnaire, a follow-up letter and duplicate coded questionnaire were sent to all non-respondents. A cut-off date for receipt of the completed questionnaires was set at fourteen school days after the follow-up mailing.

A telephone interview survey method was developed with the purposes identical to the mail questionnaire method. The telephone interview schedule was designed based on the items contained in the mail questionnaire. The current telephone number for each graduate in the telephone interview group was obtained. Based on the area codes and local exchanges, two types of phone service were used to interview the graduates: local service, and long distance, direct dial, station-to-station service. A maximum of three attempts to interview the graduate was made, and callbacks were conducted at times different from initial telephone attempts. The telephone interview survey method was concluded when all graduates with known phone numbers either had been interviewed or when they had refused to participate in the study or when three attempts to interview each graduate had failed to produce a successful interview.

A combination survey approach was developed using guidelines similar to the mail questionnaire and telephone interview survey methods. The purposes of the combination survey method were identical to the mail questionnaire. The overall plan for this survey method was to send a questionnaire to each graduate by way of bulk rate mail. Each graduate whose current telephone number was known was telephoned to obtain his or her responses to the questionnaire items. A structurally modified version of the questionnaire used in the mail questionnaire method was sent to the graduates in the combination survey group, and a modified telephone interview schedule was used to interview the graduate by phone. The procedures for telephone interviews used in the telephone interview method were used in the combination method.

The data obtained by the three survey techniques were coded and key-punched for computer assisted analysis using the Statistical Package for the Social Sciences (Nie and associates, 1975).

Findings of the Study

Of the 600 graduates initially selected for participation in the survey, 130 responded by mail and 185 were interviewed by telephone. A total of 147 graduates in the sample could not be located due to inaccurate mailing addresses or phone numbers. Therefore, 315 graduates (out of a total possible number of 453) participated in the survey. This yielded an overall response rate for the follow-up study of 69.5 percent.

The 315 respondents to the survey were highly representative of the population according to the characteristics of sex, year of graduation, area of certification, and teaching major. Thus, we conclude that a reasonably representative sample was obtained in this study.

In Table 1 is presented the characteristics of sex, year of graduation, and graduating major for the respondents to the survey.

Table 1
Characteristics of Respondents to the TEP Follow-up Study

SEX	N	% of Response
Male	124	39.4
Female	191	60.6
Totals	315	100.0

YEAR OF GRADUATION	N	% of Response
1970	137	43.5
1975	178	56.5
Totals	315	100.0

GRADUATION MAJOR	N	% of Response
Agriculture	6	1.9
Art	8	2.5
Biological Science	11	3.5
Business	17	5.4
Chemistry	2	0.6
Early Childhood	2	0.6
English	14	4.4
Elementary Education	101	32.1
Foreign Language	7	2.2
Geography	1	0.3
Health Education	12	3.8
History	21	6.7
Home Economics	11	3.5
Journalism	1	0.3
Math	7	2.2
Music	8	2.5
Industrial Arts	1	.03
P.E.M.	19	6.0
P.E.W.	9	2.9
Physics	2	0.6
Political Science	9	2.9
Social Studies	5	1.6
3 Minors	1	0.3
Speech	6	1.9
El. Ed./Sp. Ed.	19	6.0
Speech Pathology	2	0.6
Occupational Education	11	3.5
Special Ed. (MR)	2	0.6
Totals	315	100.0

TEACHING CERTIFICATE

	N	% of Response
Elementary	104	33.0
High School	162	51.4
Special	27	8.6
Multiple	22	7.0
Totals	315	100.0

Type of Certificate Held By the Respondents

For the respondents to this survey, 147 indicated that they held a Standard High School certificate (46.7 percent); 84 graduates held the Elementary Education certificate (26.7 percent); 18 graduates held Special certificates (5.7 percent); and, 63 respondents held multiple certification (20 percent).

In Table 2 is presented a description of the types of certification held by the respondents.

Table 2
Types of Illinois State Teaching Certificates Held By Respondents to the Teacher Education Program Follow-up Study

Type of Certificate	N	% of Response
Early Childhood	1	0.3
Elementary Education	84	26.7
High School	147	46.7
Special	18	5.7
Multiple	63	20.0
Other	2	0.6
Totals	315	100.0

Types of Teaching Positions Held Since Graduation

Of the 315 graduates who responded to the follow-up survey, 269 respondents (85.3 percent) indicated that they had held a teaching position since graduating from SIU-C. Forty-six graduates (14.6 percent) indicated that they had not taught. Of those graduates who had taught following graduation, 214 (79.5 percent) said that they had been or were currently employed as a full-time teacher. The remaining 55 graduates (20.5 percent)

stated that they had held teaching positions on a part-time basis, in a substitute role, as a teacher's aide or in various combinations of these less-than-full-time positions.

As might be expected, a larger proportion of the 1970 graduates surveyed (94.2 percent) had held some type of teaching position than had the 1975 graduates (78.7 percent). Also, 85.4 percent of the 1970 graduates held a full-time teaching position whereas only 54.4 percent of the 1975 graduates indicated having taught on a full-time basis.

Of the women graduates surveyed, 86.9 percent indicated that they had taught following graduation while 79.7 percent of the male graduates surveyed had taught. Also, 64.9 percent of the female graduates indicated having taught on a full-time basis, whereas 69.3 percent of the male graduates surveyed had been employed as full-time teachers.

In Table 3 and Table 4 are presented the types of teaching positions held by the graduates of the Teacher Education Program at SIU-C according to the respondents' sex and year of graduation.

Table 3
Types of Teaching Positions Held by Graduates of the Teacher Education Program at SIU-C According to Their Year of Graduation

Type of Position		1970	1975	Row Total
Fulltime	(N)	94	77	171
	(Col %)	68.0	43.0	54.3
Parttime	(N)	2	4	6
	(Col %)	1.5	2.2	1.9
Substitute	(N)	3	29	32
	(Col %)	2.2	16.3	10.2
Teacher Aide	(N)	0	2	2
	(Col %)	0.0	1.1	.6
Other	(N)	0	1	1
	(Col %)	0.0	.6	.3
Full-and Parttime	(N)	2	2	4
	(Col %)	1.5	1.1	1.3
Full-and Substitute	(N)	2.1	14	35
	(Col %)	15.3	7.9	11.1
Other Combinations of teaching jobs	(N)	7	11	18
	(Col %)	9.4	9.3	5.7
Not Taught	(N)	8	38	46
	(Col %)	5.8	21.3	14.6
Totals	(N)	137	178	315
	(Row %)	43.5	56.5	100.0

Table 4
Types of Teaching Positions Held by Graduates of the Teacher Education Program at SIU-C According to Their Sex

Type of Position		Male	Female	Row Total
Fulltime	(N)	74	97	171
	(Col %)	59.7	50.8	54.3
Parttime	(N)	1	5	6
	(Col %)	0.8	2.6	1.9
Substitute	(N)	11	21	32
	(Col %)	8.9	11.0	10.2
Teacher Aide	(N)	0	2	2
	(Col %)	0.0	.6	0.6
Other	(N)	0	1	1
	(Col %)	0.0	.3	.3
Full-and Parttime	(N)	1	3	4
	(Col %)	.8	1.0	1.3
Full-and Substitute	(N)	11	24	35
	(Col %)	8.9	12.6	11.1
Other Combinations of teaching jobs	(N)	5	13	18
	(Col %)	4.0	6.8	5.7
Not Taught	(N)	21	25	46
	(Col %)	16.9	13.1	14.6
Totals	(N)	124	191	315
	(Row %)	39.4	60.6	100.0

Graduates Currently Teaching

Of those graduates responding to the survey, a total of 205 (65.1 percent) were currently holding various teaching positions, 59 graduates (18.7 percent) were not currently teaching, and 51 graduates (16.2 percent) did not answer the item. Sixty-three percent of the 1970 graduates and 67.2 percent of the 1975 graduates were currently teaching. Sixty-four percent of the male graduates and 65.4 percent of the female graduates surveyed were currently teaching.

Most Recent Teaching Jobs Held

Of the 202 graduates who had taught following their graduation and who answered the item, 46 percent held teaching jobs at the secondary level, 31.3 percent held positions at the elementary level, 10.3 percent were special education teachers, two percent held post-secondary teaching positions, and one percent was employed as administrators.

In Table 5 is presented a description of the type of teaching positions held by the respondents according to their year of graduation. (See Table A in Appendix B for further breakdown of teaching positions held by the graduates.)

Table 5
Types of Positions Held By Respondents to The Teacher Education Program Survey According to The Respondents' Year of Graduation

Type of Position	1970	1975	Total	% of Total
Elementary	34	30	64	31.7
Secondary Education	37	54	91	45.0
Special Education	8	13	21	10.3
Administrative	2	0	2	1.0
Post-Secondary	3	1	4	2.0
Other	7	13	20	10.0
Totals	91	111	202	100.0

Number of Years of Teaching Experience

The respondents to the survey had taught an average of 3.46 years. The range of teaching experience was between one and 18 years. The 1970 graduates averaged 5.1 years of teaching experience while the 1975 graduates averaged 1.8 years of teaching experience.

Reasons Graduates Had Not Taught

For the 58 graduates who indicated that they had not taught following their graduation from SIU-C, 27 (46.6 percent) indicated that they could not find a teaching job. Of these graduates, four were 1970 graduates and 23 were 1975 graduates. Working in the government or working in industry were reasons listed by 15.6 percent of the respondents for not having taught and another 15.5 percent indicated that poor teaching salaries turned them away from teaching jobs. Nearly seven percent of the respondents stated that their student teaching assignments had convinced them that teaching was not to their liking.

In Table 6 is presented a description of the reasons given by the graduates as to why they had not taught following their graduation from SIU-C.

Table 6
Reasons Why Graduates of Teacher Education Program
at SIU-C Had Not Taught According to Their Year of Graduation

Reason	1970 N	1975 N	Total N	% of Total
Homemaking	3	1	4	6.9
Working in industry	0	4	4	6.9
Working in government	1	2	3	5.2
Continued education	0	4	4	6.9
Could not find teaching job	4	23	27	46.6
Poor salary in teaching	1	3	4	6.9
Other reason	0	3	3	5.2
No teaching jobs and teaching salary poor	0	3	3	5.2
Poor teaching salary and work in industry	0	2	2	3.4
Did not like teaching	2	2	4	6.9
Totals	11	47	58	100.0

Current Occupations of Non-teaching Respondents

For the 58 respondents who indicated that they had not taught following graduation, 21 (36.2 percent) stated their current occupation as business or business related. Eight graduates (13.8 percent) indicated their occupation as being related to trades and industry while seven respondents (12.1 percent) were working in helping occupations.

In Table 7 is presented a description of the types of occupations held by the non-teaching respondents to the follow-up survey.

Table 7
Occupations Held By Non-teaching Respondents
to the Teacher Education Program Follow-up Survey

Occupation	N	%
Teaching related	3	5.2
Business	21	36.2
Military	1	1.7
Unemployed	3	5.2
Homemaker	3	5.2
Education - non-teaching	4	6.9
Trades and industry	8	13.8
Student	5	8.6
Helping occupation	7	12.1
Musician	1	1.7
Occupation not given	2	3.4
Totals	58	100.0

Profit from TEP Experiences in Other Jobs

Of the 63 respondents who answered the item, 37 (58.7 percent) indicated that they believed they had profited from the experiences in the Teacher Education Program, even though none of them had taught following graduation. Twenty-five percent of the respondents stated that the experiences in the Teacher Education Program helped them in their relationships with co-workers. Another 25 percent of the respondents believed that their experiences in the TEP "broadened" their education.

In Table 8 is presented a description of how the respondents to the survey believed the Teacher Education Program experiences benefited them in their current occupations.

Table 8
How Respondents Believed Teacher Education Program Experiences Benefited Them in Their Current Occupations

How Benefited	N	%
Help understand people	2	5.4
Understand own children	3	13.5
Understand children in general	2	5.4
Help in relationship with co-workers	9	24.3
Improve organizational and expressive skills	5	13.5
Broaden own education	9	24.3
Understand educational system	5	13.5
No reason given	2	5.4
Totals	37	100.0

Additional Academic Work Completed

A total of 184 (58.7 percent) respondents to the survey indicated that they had received some amount of academic work beyond the bachelor's degree. The median number of semester hours of academic work beyond the bachelor's for these respondents was 15.7 hours. The number of hours of academic work ranged from one to 84 hours.

Academic Degrees Held

Two hundred and fifty-five of the 315 respondents to the surveys indicated that the bachelor's degree was the highest earned degree (81

percent). Master's degrees were held by 57 respondents (18.1 percent), specialist's degrees were held by two graduates (.6 percent), and one person held a doctorate (.3 percent).

How Graduates Sought Teaching Jobs

The respondents to the survey indicated that they used a variety of persons, offices, and agencies in order to secure teaching positions. On 241 surveys (76.9 percent) the graduates indicated using personal applications as a primary or supplementary method of locating a teaching job. On 161 surveys (51.1 percent) the graduates indicated making use, in some manner, of the SIU-C Placement Center.

In Table 9 is a description of the methods used by the graduates to secure teaching positions.

Table 9
Methods of Securing Teaching Positions Used by the Graduates of the Teacher Education Program at SIU-C

Methods Used	N	%
SIU-C placement only	16	5.1
Personal applications only	80	25.5
Former teachers only	5	1.6
Friends only	3	.9
Other	10	3.1
SIU-C placement, personal applications, and former teachers	30	9.6
SIU-C placement, personal applications, and friends	19	6.0
SIU-C placement and personal applications	68	21.7
SIU-C placement and friends	6	1.9
SIU-C placement and teachers	4	1.2
SIU-C placement, personal application, and other	1	.3
SIU-C placement, professional placement, personal applications, friends, and teachers	10	3.1
Personal applications and friends	8	2.5
Personal applications and teachers	10	3.1
Personal applications, former teachers, and friends	9	2.8
Former teachers and friends	5	1.6
All methods	6	1.9
Did not seek job teaching	23	7.3
Totals	313	100.0

Responses to the Teacher Education Program Survey Items

Personal capabilities.

In this section of the survey, each graduate was asked to indicate the degree to which he or she personally felt capable of performing the 16 teaching activities based on a range of selection choices. The number of responses made to each survey item according to the graduates' year of graduation and the percentage of the responses for each item are presented in the following section:

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SIU-C placement and friends	6	1.9
SIU-C placement and teachers	4	1.2
SIU-C placement, personal application, and other	1	.3
SIU-C placement, professional placement, personal applications, friends, and teachers	10	3.1
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Question 1 Your ability to develop instructional objectives within the ability ranges of the students.

	1970	1975	Total N	% of Response
Extremely Capable	19	21	40	12.8
Very Capable	66	88	154	49.2
Capable	50	65	115	36.7
Incapable	0	2	2	0.6
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	1	1	2	.6
TOTALS	136	177	313	100.0

Question 2. Your ability to establish and maintain rapport with the students.

	1970	1975	Total N	% of Response
Extremely Capable	2	1	3	1.0
Very Capable	24	41	65	20.8
Capable	69	96	165	52.7
Incapable	0	0	0	0.0
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	41	39	80	25.6
TOTALS	136	177	313	100.0

Question 3. Your ability to prepare long range course plans and objectives.

	1970	1975	Total N	% of Response
Extremely Capable	23	12	35	11.2
Very Capable	49	65	114	36.5
Capable	59	92	151	48.4
Incapable	3	3	6	1.9
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	2	4	6	1.9
TOTALS	136	176	312	100.0

Question 4 Your overall ability to evaluate the results of your teaching endeavors.

	1970	1975	Total N	% of Response
Extremely Capable	19	16	35	11.2
Very Capable	53	63	116	37.1
Capable	59	91	150	47.9
Incapable	4	2	6	1.9
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	1	5	6	1.9
TOTALS	136	177	313	100.0

Question 5 Your ability to maintain effective classroom discipline.

	1970	1975	Total N	% of Response
Extremely Capable	29	23	52	16.7
Very Capable	57	65	122	39.2
Capable	45	75	120	38.6
Incapable	2	7	9	2.9
Very Incapable	0	3	3	1.0
Extremely Incapable	0	0	0	0.0
No Opinion	2	3	5	1.6
TOTALS	135	176	311	100.0

Question 6 Your ability to develop and use a system for evaluating student progress in learning.

	1970	1975	Total N	% of Response
Extremely Capable	20	12	32	10.3
Very Capable	44	61	105	33.7
Capable	61	93	154	49.4
Incapable	7	2	9	2.9
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	4	8	12	3.8
TOTALS	136	176	312	100.0

Question 7 Your ability to organize subject matter and instructional activities so that students do learn.

	1970	1975	Total N	% of Response
Extremely Capable	20	20	40	12.8
Very Capable	69	85	154	49.2
Capable	47	71	118	37.7
Incapable	0	0	0	0.0
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	0	1	1	0.3
TOTALS	136	177	313	100.0

Question 8 Your ability to assess the level of student abilities prior to instruction.

	1970	1975	Total N	% of Response
Extremely Capable	12	13	25	8.1
Very Capable	41	46	87	28.1
Capable	62	89	151	48.7
Incapable	11	11	22	7.1
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	9	16	25	8.1
TOTALS	135	175	310	100.0

Question 9 Your overall ability to provide instruction to the students.

	1970	1975	Total N	% of Response
Extremely Capable	32	15	47	15.0
Very Capable	74	106	180	57.5
Capable	29	56	85	27.2
Incapable	1	0	1	0.3
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	0	0	0	0.0
TOTALS	136	177	313	100.0

Question 10 Your ability to use an appropriate variety of instructional techniques.

	1970	1975	Total N	% of Response
Extremely Capable	32	28	60	19.2
Very Capable	50	93	143	45.7
Capable	51	51	102	32.6
Incapable	2	4	6	1.9
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	1	1	2	0.6
TOTALS	136	177	313	100.0

Question 11 Your ability to develop formal assessment procedures consistent with the instructional objectives of the class.

	1970	1975	Total N	% of Response
Extremely Capable	11	11	22	7.1
Very Capable	46	55	101	32.4
Capable	70	104	174	55.8
Incapable	3	3	6	1.9
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	6	3	9	2.9
TOTALS	136	176	312	100.0

Question 12 Your ability to pace the process of instruction according to the responses of the students.

	1970	1975	Total N	% of Response
Extremely Capable	14	12	26	8.3
Very Capable	50	75	125	40.1
Capable	62	80	144	46.2
Incapable	6	3	9	2.9
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	3	5	8	2.6
TOTALS	135	177	312	100.0

Question 13 Your overall ability to plan for teaching.

	1970	1975	Total N	% of Response
Extremely Capable	21	26	47	15.0
Very Capable	66	80	146	46.6
Capable	48	68	116	37.1
Incapable	0	2	2	0.6
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	1	1	2	0.6
TOTALS	136	177	313	100.0

Question 14 Your ability to motivate the students.

	1970	1975	Total N	% of Response
Extremely Capable	28	21	49	15.7
Very Capable	49	74	123	39.4
Capable	54	74	128	41.0
Incapable	2	5	7	2.2
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	2	3	5	1.6
TOTALS	135	177	312	100.0

Question 15 Your overall knowledge of your subject matter.

	1970	1975	Total N	% of Response
Extremely Capable	43	31	74	23.8
Very Capable	65	98	163	52.4
Capable	26	42	68	21.9
Incapable	0	3	3	1.0
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	2	1	3	1.0
TOTALS	136	175	311	100.0

Question 16 Your ability to communicate effectively with the students.

	1970	1975	Total N	% of Response
Extremely Capable	40	35	75	24.1
Very Capable	58	98	156	50.2
Capable	37	42	79	25.4
Incapable	0	1	1	0.3
Very Incapable	0	0	0	0.0
Extremely Incapable	0	0	0	0.0
No Opinion	0	0	0	0.0
TOTALS	135	176	311	100.0

Program satisfaction section.

In this section of the survey, each graduate was asked to indicate the degree to which he or she felt the Teacher Eudcation Program at SIU-C was satisfactory in preparing the graduate to perform the teaching activities. The number of responses made to each survey item according to the graduates' year of graduation and the percentage of the responses for each item are presented in the following section:

Question 1 Your ability to develop instructional objectives within the ability ranges of the students.

	1970	1975	Total N	% of Response
Extremely Satisfactory	8	17	25	8.1
Very Satisfactory	29	75	104	33.5
Satisfactory	74	70	144	46.5
Unsatisfactory	16	10	26	8.4
Very Unsatisfactory	3	1	4	1.3
Extremely Unsatisfactory	0	1	1	0.3
No Opinion	4	2	6	1.9
TOTALS	134	176	310	100.0

Question 2 Your ability to establish and maintain rapport with the students.

	1970	1975	Total N	% of Response
Extremely Satisfactory	4	6	10	3.2
Very Satisfactory	16	34	50	16.1
Satisfactory	63	86	149	48.1
Unsatisfactory	29	33	62	20.0
Very Unsatisfactory	4	3	7	2.3
Extremely Unsatisfactory	3	4	7	2.3
No Opinion	15	10	25	8.1
TOTALS				

Question 3 Your ability to prepare long range course plans and objectives.

	1970	1975	Total N	% of Response
Extremely Satisfactory	11	13	24	7.7
Very Satisfactory	36	53	89	28.7
Satisfactory	59	81	140	45.2
Unsatisfactory	21	26	47	15.2
Very Unsatisfactory	5	1	6	1.9
Extremely Unsatisfactory	0	0	0	0.0
No Opinion	2	2	4	1.3
TOTALS	134	176	310	100.0

Question 4 Your overall ability to evaluate the results of your teaching endeavors.

	1970	1975	Total N	% of Response
Extremely Satisfactory	5	7	12	3.9
Very Satisfactory	26	36	62	20.0
Satisfactory	71	93	164	52.9
Unsatisfactory	16	28	44	14.2
Very Unsatisfactory	7	3	10	3.2
Extremely Unsatisfactory	0	0	0	0.0
No Opinion	9	9	18	5.8
TOTALS	134	176	310	100.0

Question 5 Your ability to maintain effective classroom discipline.

	1970	1975	Total N	% of Response
Extremely Satisfactory	5	4	9	2.9
Very Satisfactory	16	27	43	13.8
Satisfactory	41	52	93	29.9
Unsatisfactory	43	57	100	32.2
Very Unsatisfactory	8	17	25	8.0
Extremely Unsatisfactory	14	10	24	7.7
No Opinion	7	10	17	5.5
TOTALS	134	177	311	100.0

Question 6 Your ability to develop and use a system for evaluating student progress in learning.

	1970	1975	Total N	% of Response
Extremely Satisfactory	6	9	15	4.8
Very Satisfactory	22	38	60	19.4
Satisfactory	75	96	171	55.2
Unsatisfactory	18	27	45	14.5
Very Unsatisfactory	4	4	8	2.6
Extremely Unsatisfactory	3	1	4	1.3
No Opinion	5	2	7	2.3
TOTALS	133	177	310	100.0

Question 7 Your ability to organize subject matter and instructional activities so that students do learn.

	1970	1975	Total N	% of Response
Extremely Satisfactory	9	18	27	8.7
Very Satisfactory	38	66	104	33.5
Satisfactory	69	77	146	47.1
Unsatisfactory	10	12	22	7.1
Very Unsatisfactory	3	2	5	1.6
Extremely Unsatisfactory	3	1	4	1.3
No Opinion	2	0	2	0.6
TOTALS	134	176	310	100.0

Question 8 Your ability to assess the level of student abilities prior to instruction.

	1970	1975	Total N	% of Response
Extremely Satisfactory	4	6	10	3.2
Very Satisfactory	21	28	49	15.7
Satisfactory	55	92	147	47.1
Unsatisfactory	39	40	79	25.3
Very Unsatisfactory	4	4	8	2.6
Extremely Unsatisfactory	4	0	4	1.3
No Opinion	8	7	15	4.8
TOTALS	135	177	312	100.0

Question 9 Your overall ability to provide instruction to the students.

	1970	1975	Total N	% of Response
Extremely Satisfactory	7	10	17	5.5
Very Satisfactory	36	67	103	33.2
Satisfactory	75	88	163	52.6
Unsatisfactory	10	7	17	5.5
Very Unsatisfactory	4	1	5	1.6
Extremely Unsatisfactory	1	1	2	0.6
No Opinion	1	2	3	1.0
TOTALS	134	176	310	100.0

Question 10 Your ability to use an appropriate variety of instructional techniques.

	1970	1975	Total N	% of Response
Extremely Satisfactory	21	29	50	16.1
Very Satisfactory	50	85	135	43.5
Satisfactory	48	45	93	30.0
Unsatisfactory	13	15	28	9.0
Very Unsatisfactory	1	0	1	0.3
Extremely Unsatisfactory	1	0	1	0.3
No Opinion	0	2	2	0.6
TOTALS	134	176	310	100.0

Question 11 Your ability to develop formal assessment procedures consistent with the instructional objectives of the class.

	1970	1975	Total N	% of Response
Extremely Satisfactory	5	14	19	6.1
Very Satisfactory	23	41	64	20.6
Satisfactory	75	94	169	54.5
Unsatisfactory	22	18	40	12.9
Very Unsatisfactory	2	4	6	1.9
Extremely Unsatisfactory	2	0	2	0.6
No Opinion	5	5	10	3.2
TOTALS	134	176	310	100.0

Question 12 Your ability to pace the process of instruction according to the responses of the students.

	1970	1975	Total N	% of Response
Extremely Satisfactory	3	6	9	2.9
Very Satisfactory	17	32	49	15.8
Satisfactory	74	89	163	52.4
Unsatisfactory	28	37	65	20.9
Very Unsatisfactory	1	4	5	1.6
Extremely Unsatisfactory	3	1	4	1.3
No Opinion	9	7	16	5.1
TOTALS	135	176	311	100.0

Question 13 Your overall ability to plan for teaching.

	1970	1975	Total N	% of Response
Extremely Satisfactory	9	12	21	6.8
Very Satisfactory	35	49	84	27.1
Satisfactory	69	95	164	52.9
Unsatisfactory	14	13	27	8.7
Very Unsatisfactory	3	4	7	2.3
Extremely Unsatisfactory	3	0	3	1.0
No Opinion	1	3	4	1.3
TOTALS	134	176	310	100.0

Question 14 Your ability to motivate the students.

	1970	1975	Total N	% of Response
Extremely Satisfactory	7	8	15	4.9
Very Satisfactory	26	44	70	22.7
Satisfactory	56	79	135	43.7
Unsatisfactory	29	30	59	19.1
Very Unsatisfactory	4	4	8	2.6
Extremely Unsatisfactory	3	4	7	2.3
No Opinion	8	7	15	4.9
TOTALS	133	176	309	100.0

Question 15 Your overall knowledge of your subject area.

	1970	1975	Total N	% of Response
Extremely Satisfactory	28	26	54	17.5
Very Satisfactory	45	58	103	33.4
Satisfactory	49	63	112	36.4
Unsatisfactory	8	15	23	7.5
Very Unsatisfactory	0	3	3	1.0
Extremely Unsatisfactory	1	2	3	1.0
No Opinion	2	8	10	3.2
TOTALS	133	175	308	100.0

Question 16 Your ability to communicate effectively with the students.

	1970	1975	Total N	% of Response
Extremely Satisfactory	7	8	15	4.8
Very Satisfactory	28	45	73	23.5
Satisfactory	70	85	155	50.0
Unsatisfactory	20	21	41	13.2
Very Unsatisfactory	1	6	7	2.3
Extremely Unsatisfactory	3	2	5	1.6
No Opinion	5	9	14	4.5
TOTALS	134	176	310	100.0

Summary of the Responses Made to the Teaching Items

Personal capabilities.

Items numbered 1, 3, and 7 were considered to be questions which dealt with the graduates' personal capabilities in the area of planning for teaching. Item 13 was considered a global question designed to measure the graduates' overall capabilities in the area of planning.

In general, most of the respondents felt very capable in their abilities to develop instructional objectives within the ability ranges of students and to organize their subject matter and instructional activities. Most of the graduates felt capable or very capable of preparing long range course plans and objectives. Eighty-four percent of the graduates rated their overall planning abilities as capable or very capable.

Items numbered 2, 5, 10, 12, 14, and 16 were considered to be questions which dealt with the graduates' personal capabilities in the area of instructing students. Item 9 was considered a global question designed to measure the graduates' overall capabilities in the area of instruction. For all instruction items, the graduates indicated that they felt capable or very capable in performing instructional activities. Very few graduates felt that they were incapable of performing the instructional activities. Eighty-four percent of the graduates rated their overall instructional abilities as capable or very capable.

Items 6, 8, and 11 were considered to be questions which dealt with the graduates' personal capabilities in the area of evaluation. Item 4 was considered

to be a global evaluation item designed to measure the graduates' overall capabilities in the area of evaluation.

In general, the graduates rated themselves as capable or very capable in developing a formal assessment system for evaluating student progress in learning and using it effectively. Eighty-five percent of the graduates rated their overall evaluation ability as capable or very capable.

Program satisfaction section.

Items designed to measure the graduates' level of satisfaction with the training they received in the area of specific planning activities in the TEP indicated the following:

1) 88.1 percent of the respondents were satisfied with the program's efforts to develop instructional objectives within the ability ranges of the students; 9.3 percent of the graduates were dissatisfied.
2) 81.6 percent of the respondents were satisfied with the program's efforts in preparing them to prepare long range course plans and objectives; 17.1 percent of the graduates were dissatisfied.
3) 89.3 percent of the respondents were satisfied with the program's efforts in preparing them to organize their subject matter and instructional activities so that students learn; 10 percent of the graduates were dissatisfied.

Overall, 86.8 percent of the graduates were satisfied with the training they received in the general area of planning for instruction. Twelve percent of the graduates were dissatisfied with their training in this area.

Items designed to measure the graduates' level of satisfaction with the training they received in the area of instruction indicated the following:

1) 67.4 percent of the respondents were satisfied with the training they received in establishing and maintaining rapport with students; 24.6 percent were dissatisfied.
2) 46.6 percent of the respondents were satisfied with the training they received in maintaining classroom discipline; 47.9 percent were dissatisfied.
3) 89.6 percent of the respondents were satisfied with the training they received in using an appropriate variety of instructional techniques; 9.6 percent were dissatisfied.
4) 71.1 percent of the respondents were satisfied with the training they received in pacing the process of instruction according to the responses of the student; 23.8 percent were dissatisfied.
5) 71.3 percent of the respondents were satisfied with the training they received in motivating the students; 24 percent were dissatisfied.
6) 82.8 percent of the respondents were satisfied with the training they received in communicating effectively with the students; 16.1 percent were dissatisfied.

Overall, 91.3 percent of the respondents were satisfied with the training they received in the general area of providing instruction to students; 7.7 percent were dissatisfied with their training in this area.

Items designed to measure the graduates' level of satisfaction with the training they received in the area of evaluation indicated the following:

1) 79.4 percent of the respondents were satisfied with the training they received in developing and using a system for evaluating student progress in learning; 18.4 percent were dissatisfied.
2) 66 percent of the respondents were satisfied with the training they received in assessing the level of student abilities prior to instruction; 29.2 percent were dissatisfied.
3) 81.2 percent of the respondents were satisfied with the training they received in developing formal assessment procedures that are consistent with the instructional objectives of the class; 15.4 percent were dissatisfied.

Overall, 76.8 percent of the respondents were satisfied with the training they received in the general area of evaluation; 17.4 percent were dissatisfied with their training in this area.

Conclusions

The following conclusions, based on the data received from the 315 graduates of the Teacher Education Program, seem warranted:

1) Teacher Education Program at SIU-C graduates were highly successful in obtaining teaching jobs.

   Over 85 percent of the responding graduates of the Teacher Education Program at SIU-C were employed in some teaching capacity following their graduation. Of those graduates who had taught, nearly 80 percent had been employed or were currently employed as a full-time teacher.

2) The more recent Teacher Education Program graduates seemingly had a more difficult time securing teaching positions than did their earlier graduated counterparts, especially in full-time positions.

Over 94 percent of the 1970 graduates and 78.7 percent 1975 graduates had held a teaching position following graduation from SIU-C. However, while 85.4 percent of the 1970 graduates had held full-time teaching jobs, only 54.4 percent of the 1975 graduates had secured full-time teaching positions.

3) It appears that the tightening job market for teachers has had a greater effect on the more recent graduates of the program than on early graduates.

Of those responding graduates who had not held a teaching position since graduation, nearly half indicated that they could not find a teaching job. For the earlier graduates (1970) slightly more than one third indicated this to be a prime reason, while nearly 50 percent of the recent graduates (1975) listed this as a cause for not teaching. Also, fewer 1975 graduates than 1970 graduates had held a teaching position following their graduation from SIU-C.

4) Graduates of the Teacher Education Program at SIU-C personally feel very capable of performing teaching activities related to planning, instruction, and evaluation.

Over 95 percent of the responding graduates indicated that they felt themselves to be capable of performing teaching activities related to planning, instruction, and evaluation. This held true for both the 1970 and the 1975 graduates.

5) Graduates generally were satisfied with the training they received in the Teacher Education Program at SIU-C in the areas of planning, instruction, and evaluation.

Overall, 86.8 percent of the responding graduates rated their training in planning for instruction to be satisfactory. Over 90 percent of the respondents were satisfied with the training they received in the general area of instruction. And, over 75 percent of the graduates sampled felt satisfaction with the training they received in the area of evaluation. These results held true for both the 1970 and the 1975 graduates.

6) Many graduates felt that their student observation and teaching assignments were most valuable parts of their training.

Comments received from the sample indicated that the graduates believed that experiences in the classroom were valuable to their training. Many 1970 graduates suggested longer student teaching assignments and more Education 302-type observations. Other graduates felt that the classroom observation and participation experiences aided them in their understanding of educational theory and practices. Many of these graduates suggested that more practical experiences be given to students in conjunction with the students' course work.

7) Classroom discipline was the area most often mentioned as a continuing problem for the graduates.

Extraneous comments, as well as the answers to the survey items, indicated that the graduates sampled considered classroom discipline and management as the two greatest problem areas in teaching. While a large proportion of the graduates were dissatisfied with the training they received in discipline at SIU-C, most of them suggested that "on-the-job" experience was the only method of learning effective in classroom discipline techniques. (This conclusion is supported by the fact that

while 47 percent of the graduates were dissatisfied with their training in discipline, 97 percent personally felt capable of maintaining effective classroom discipline.)

The information presented in this report was taken from an item set used in conjunction with a doctoral dissertation conducted by this researcher. The dissertation dealt with a comparative analysis of the mail questionnaire, the telephone interview and a combination survey approach as techniques for conducting follow-up studies of program graduates. The primary purpose of the dissertation was not to conduct a critical analysis of the Teacher Education Program at SIU-C. Nonetheless, it provided data which, when used in conjunction with other evaluative efforts, provides insights as to how the graduates perceived their satisfaction of the training they received in the Program. It must be stressed that this report should serve only as a basis for further examination of the Program, of its graduates and of their post graduation success in the field of education.

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APPENDIX A

INSTRUMENTS USED IN THE TEACHER EDUCATION PROGRAM FOLLOW-UP SURVEY

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

College of Education

In order to assess and improve the Teacher Education Program at SIU-C we are conducting a survey among a highly select group of Program graduates. The purpose of this research is to find out your opinions regarding the effectiveness of the Program's preparation of teachers.

Regardless of whether or not you have taught since graduation, your answers are of the greatest importance to the success of the study. Of course all answers will be confidential and will be used only in combination with others to form a composite picture.

We know your time is valuable to you. For that reason we have designed the questionnaire so as to allow you to answer it in a few short minutes and return it to us by following the instructions on the last page.

I cannot adequately relate to you the importance of your response. Will you help us and the Program by returning the completed questionnaire to us today? Many thanks for your time and assistance.

Sincerely yours,

Elmer J. Clark

Elmer J. Clark, Dean
College of Education

/ssb

GENERAL INFORMATION

1. What types of standard teaching certificates do you hold? (Mark all appropriate)

   Early Childhood _____ High School (6-12) _____ Other _____
   Elementary (K-9) _____ Special (K-12) _____ (Explain)

2. Since your graduation from SIU-C, what types of teaching positions have you held? (Please mark all appropriate choices.)

   Full-time _____ Teacher aid _____
   Part-time _____ Other (please explain) _____
   Substitute _____ I have not taught _____

   IF YOU HAVE HELD A TEACHING POSITION SINCE GRADUATION, PLEASE COMPLETE 2A. IF YOU HAVE NOT HELD ANY TEACHING POSITIONS SINCE GRADUATION, PLEASE COMPLETE 2B.

2A. Are you currently teaching? Yes _____ No _____

   What is or was your most recent major teaching assignment? _____

   Excluding student teaching, approximately how many years of teaching experience have you had? _____ years

   PLEASE COMPLETE QUESTIONS 3, 4 AND 5.

2B. Please check one of the reasons listed below that best describes the reason you have not taught.

   Homemaking _____ Continued formal study _____
   Military service _____ Could not find teaching job _____
   Working in industry _____ Teaching salary was poor _____
   Working in government _____ Other (please explain) _____

   What is your current occupation? _____

   Do you feel that the experiences in the Teacher Education Program at SIU-C helped you in your present occupation? Yes _____ No _____

   If so, in what way? _____

   _____

   PLEASE COMPLETE QUESTIONS 3, 4 AND 5.

3. Excluding in-service workshops, approximately how many semester hours of academic work beyond the bachelor's degree have you completed? _____ semester hours

4. Please mark below, the highest academic degree which you have completed.

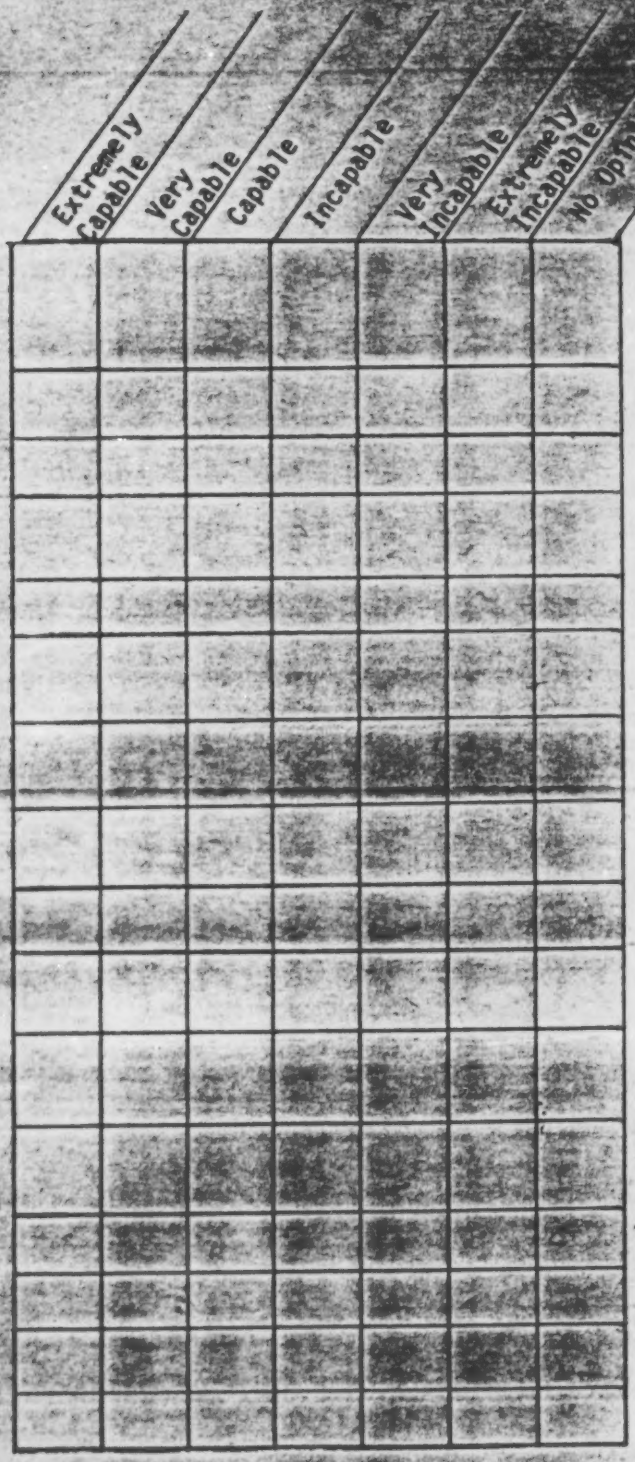
   Bachelor's ____ Master's ____ Specialist's ____ Doctor's ____

5. How did you seek teaching positions? (Mark all appropriate choices.)

   Placement Services at SIU-C _____ Through former teachers _____
   Professional Placement Service _____ Through friends other than former teachers _____
   Personal applications _____ Other _____
   I did not actively seek a position _____

TURN PAGE

Regardless of whether you have taught since graduation, indicate below the degree to which you personally feel capable of performing the activities listed in the middle of the page.



1. Your ability to develop instructional objectives within the ability ranges of the students.

2. Your ability to establish and maintain rapport with the students.

3. Your ability to prepare long range course plans and objectives.

4. Your overall ability to evaluate the results of your teaching endeavors.

5. Your ability to maintain effective classroom discipline.

6. Your ability to develop and use a system for evaluating student progress in learning.

7. Your ability to organize subject matter and instructional activities so that students do learn.

8. Your ability to assess the level of student abilities prior to instruction.

9. Your overall ability to provide instruction to the students.

10. Your ability to use an appropriate variety of instructional techniques.

11. Your ability to develop formal assessment procedures consistent with the instructional objectives of the class.

12. Your ability to pace the process of instruction according to the responses of the students.

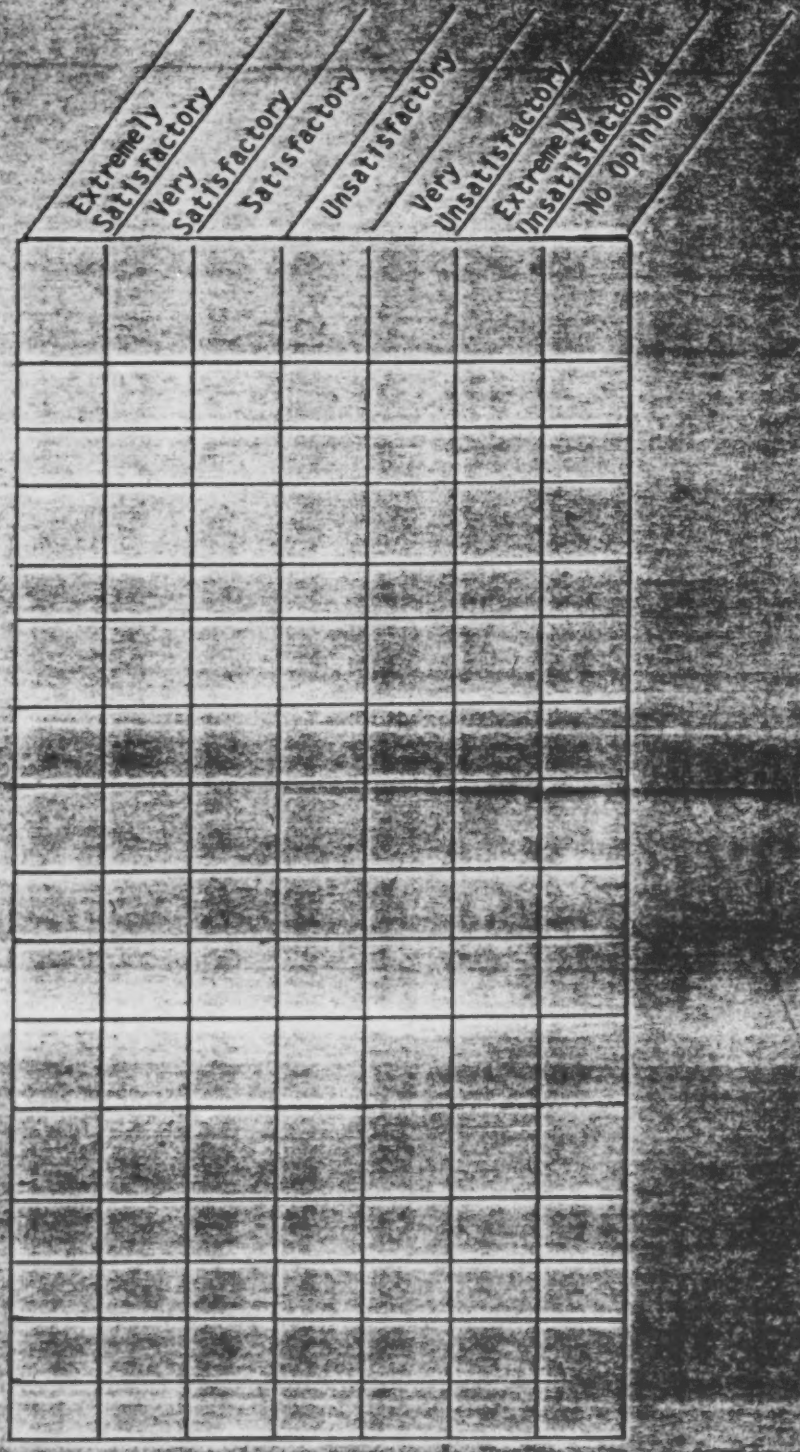
13. Your overall ability to plan for teaching.

14. Your ability to motivate the students.

15. Your overall knowledge of your subject matter.

16. Your ability to communicate effectively with the students.

Regardless of whether you have taught since graduation, indicate below the degree to which you feel the Teacher Education Program at SIU-C was satisfactory in preparing you to perform the activities listed in the middle of the page.



Turn Page

In the space below, please feel free to make any additional comments regarding either the Teacher Education Program at SIU-C or this survey.

Now please return the completed questionnaire by folding back the upper portion of this page first. Then fold the lower portion of the page and tape or staple it to the first flap. In this way the self-addressed, postage paid section of the page will be exposed.

Thanks for your assistance!

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(FOLD THIS FLAP UP)

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

College of Education

Recently we sent you a short questionnaire concerning the effectiveness of the Teacher Education Program at SIU-C.

Since we have not received a reply from you, we had considered the possibility that a sleek Saluki had eaten the questionnaire. After discovering that all the Salukis were accounted for, we concluded that either you had not had time to complete the questionnaire or that it had been slow in reaching us.

If you have returned the questionnaire to us in recent days, consider this letter a "Thank You" for your valuable time. If you have not done so, may we ask you to take a few short minutes to complete the questionnaire and return it to us now?

Your response is vital to the success of our study. Not only will your response help us examine our Program more closely, it will also save us the trouble of sending our 300 pound, man-eating mascot to your house.

Seriously, many thanks for your time and assistance.

Sincerely,

G. Edward Hughes
Administrative Assistant

/ssb

PS: In the event that you either lost or misplaced the first questionnaire, a duplicate is enclosed.

TELEPHONE INTERVIEW SCHEDULE

Name:_____

Hello, my name is Eddie and I'm calling from Southern Illinois University in Carbondale. May I please speak with_____?

If not at home:
We are conducting a telephone survey of Southern's Teacher Education Program graduates and it is important that I speak with _____. When do you expect her to return?

Fine, I'll try back then. Thank you and good night/bye.

If at home:
Hello, _____? My name is Eddie and I'm conducting a telephone survey of Southern's teacher education program graduates for the Dean of the College of Education. I'd like to ask you a few questions regarding your opinions of the Teacher Education Program at Souther. It will take only a few minutes to answer the survey and your answers will help us improve the program.

	Date	Begin Time	End Time	Call Code
1.				
2.				
3.				

1. No answer--Call back.
2. Answer--S not home--Call back.
3. Answer--S not live here--Call _____
4. Answer--S no live here--No call back
5. Answer--S inconvenient--Call back at _____
6. S refused to respond--no call back
7. Telephone disconnected--no call back
8.
9.

_____1. May I ask you---What type of standard teaching certificates do you hold?
Early Childhood____, Elementary (K-9)____, High School (6-12)____, Special (K-12)____

_____2. Since your graduation from SIU, what types of teaching positions have you held?
A fulltime position?____, A parttime position?____, A substitute position?____, A teacher's aid____

IF NONE HELD GO TO 2B

TELEPHONE INTERVIEW SCHEDULE (continued)

_____2A. Are you currently teaching? Yes____ What is your current teaching assignment?_____
No_____ What was your most recent teaching assignment?_____

_____(recent position)

_____Excluding student teaching, approximately how many years of teaching experience have you had?_____years.

_____2B. Could you tell me the one reason that you have not taught? Was it because of Homemaking___, Military service___, Because of working in industry___, or working in government___, because you continued on in school___, or that you could not find a job teaching___, or the teaching salary was poor___, OTHER_____.

_____ What is your current occupation?_____

_____ Do you feel that the experiences in the Teacher Education Program at Southern helped you in your present job?
Yes___(go to IF SO,) No___(go to 3)

IF SO, in what way?_____

_____3. Excluding in-service workshops, approximately how many semester hours of academic work beyond the Bachelor's degree do you have?_____hours.

_____4. What is the highest academic degree that you hold? Bachelor's___, Master's___, Specialist's___, or Doctorate___.

_____5. Did you seek any teaching positions? Yes___(go to question below) No___(go to SIXTEEN ITEMS)
How did you seek teaching jobs?
Through the Placement Services at Southern?___,Through a Professional Placement Service?___
Through personal applications?___, Through former teachers?___, Through friends?___
OTHER MEANS_____

Regardless of whether you've taught since graduation, I'd like to ask you to judge the degree to which you personally feel capable of performing some teaching activities.

TELEPHONE INTERVIEW SCHEDULE (continued)

____1. For instance, how capable do you feel you are when it comes to developing instructional objectives within the ability ranges of the students? Do you think that you are Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable; or do you have no opinion about your ability.

____2. How capable do you feel you are in establishing and maintaining rapport with the students? Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable or do you have no opinion about your ability?

____3. How would you judge your ability to prepare long range course plans and objectives? Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable or do you not have any opinion about this ability?

____4. What about your overall ability to evaluate the results of your teaching endeavors? Do you feel you are Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable or do you not have any opinion?

____5. What about your ability to maintain effective classroom discipline?

____6. What about your ability to develop and use a system for evaluating student progress in learning?

____7. What about your ability to organize subject matter and instructional activities so that the students do learn?

____8. What about your ability to assess the level of student abilities prior to instruction?

____9. What about your overall ability to provide instruction to the students?

____10. What about your ability to use an appropriate variety of instructional techniques?

____11. What about your ability to develop formal assessment procedures consistent with the instructional objectives of the class?

____12. What about your ability to pace the process of instruction according to the responses of the students?

____13. What about your overall ability to plan for teaching?

____14. What about your ability to motivate the students?

TELEPHONE INTERVIEW SCHEDULE (continued)

___15. How capable do you feel you are when it comes to your overall knowledge in your subject matter?

___16. How capable are you in communicating effectively with the students?

Good.....

Now using the same activities as before, I'd like you to judge the degree to which you feel the Teacher Education Program at Southern was satisfactory in preparing you to perform the activities.

____1. For instance, how satisfactory was the Teacher Education Program at Southern in preparing you to develop instructional objectives within the ability ranges of the students? Extremely Satisfactory, Very Satisfactory, Satisfactory, Unsatisfactory, Very Unsatisfactory, Extremely Unsatisfactory or do you have no opinion.

____2. How satisfactory do you feel the Teacher Education Program was in preparing you to establish and maintain rapport with the students? Extremely Satisfactory, Very Satisfactory, Satisfactory, Unsatisfactory, Very Unsatisfactory, Extremely Unsatisfactory or No Opinion?

____3. How satisfactory was the Program in preparing you to prepare long range course plans and objectives? Extremely Satisfactory, Very Satisfactory, Satisfactory, Unsatisfactory, Very Unsatisfactory, Extremely Unsatisfactory or No Opinion?

____4. How satisfactory was the Program in preparing your overall ability to evaluate the results of your teaching endeavors?

____5. How satisfactory was the Program in preparing you to maintain effective classroom discipline?

____6. How satisfactory was the Program in preparing you to develop and use a system for evaluating student progress in learning?

____7. How satisfactory was the Program in preparing you to organize subject matter and instructional objectives so that the students do learn?

____8. How satisfactory was the Program in preparing you to assess the level of student abilities prior to instruction?

TELEPHONE INTERVIEW SCHEDULE (continued)

____9. How satisfactory was the Program in preparing your overall ability to provide instruction to the students?

____10. How satisfactory was the Program in preparing you to use an appropriate variety of instructional techniques?

____11. How satisfactory was the Program in preparing you to develop formal assessment procedures consistent with the instructional objectives of the class?

____12. How satisfactory was the Program in preparing you to pace the process of instruction according to the responses of the students?

Just a few more questions and we will be finished----

____13. How satisfactory was the Program in preparing your overall ability to plan for teaching?

____14. How satisfactory was the Program in preparing you to motivate the students?

____15. How satisfactory was the Program in preparing your overall knowledge of the subject matter?

____16. How satisfactory was the Program in preparing you to communicate effectively with the students?

Do you have any additional comments about the Teacher Education Program or any reaction to the survey itself?

That completes the survey itself. On behalf of the Dean, let me thank you for giving us your time and your opinions. Good night.

SECOND CUT-OFF
Well, again I'd like to thank you for helping us. I really must go now because I have to make several more phone calls this evening. Again thanks and good night.

THIRD CUT-OFF
I'll certainly pass on that information, however I really must hang up and make another series of phone calls tonight. Thanks so much for your help.

TELEPHONE INTERVIEW SCHEDULE (continued)

FOURTH CUT-OFF

We could talk all night about this but I simply must hang up. Drop by the office sometime and we'll talk further.

GENERAL INFORMATION

1. What types of standard teaching certificates do you hold? (Mark all appropriate)

   Early Childhood _____ High School (6-12) _____ Other _____
   Elementary (K-9) _____ Special (K-12) _____ (Explain)

2. Since your graduation from SIU-C, what types of teaching positions have you held? (Please mark all appropriate choices.)

   Full-time _____ Teacher aid _____
   Part-time _____ Other (please explain) _____
   Substitute _____ I have not taught _____

   IF YOU HAVE HELD A TEACHING POSITION SINCE GRADUATION, PLEASE COMPLETE 2A. IF YOU HAVE NOT HELD ANY TEACHING POSITIONS SINCE GRADUATION, PLEASE COMPLETE 2B.

2A. Are you currently teaching? Yes _____ No _____

   What is or was your most recent major teaching assignment? _____

   Excluding student teaching, approximately how many years of teaching experience have you had? _____ years

   PLEASE COMPLETE QUESTIONS 3, 4 AND 5.

2B. Please check one of the reasons listed below that best describes the reason you have not taught.

   Homemaking _____ Continued formal study _____
   Military service _____ Could not find teaching job _____
   Working in industry _____ Teaching salary was poor _____
   Working in government _____ Other (please explain) _____

   What is your current occupation? _____

   Do you feel that the experiences in the Teacher Education Program at SIU-C helped you in your present occupation? Yes _____ No _____

   If so, in what way? _____

   _____

   PLEASE COMPLETE QUESTIONS 3, 4 AND 5.

3. Excluding in-service workshops, approximately how many semester hours of academic work beyond the bachelor's degree have you completed? _____ semester hours

4. Please mark below, the highest academic degree which you have completed.

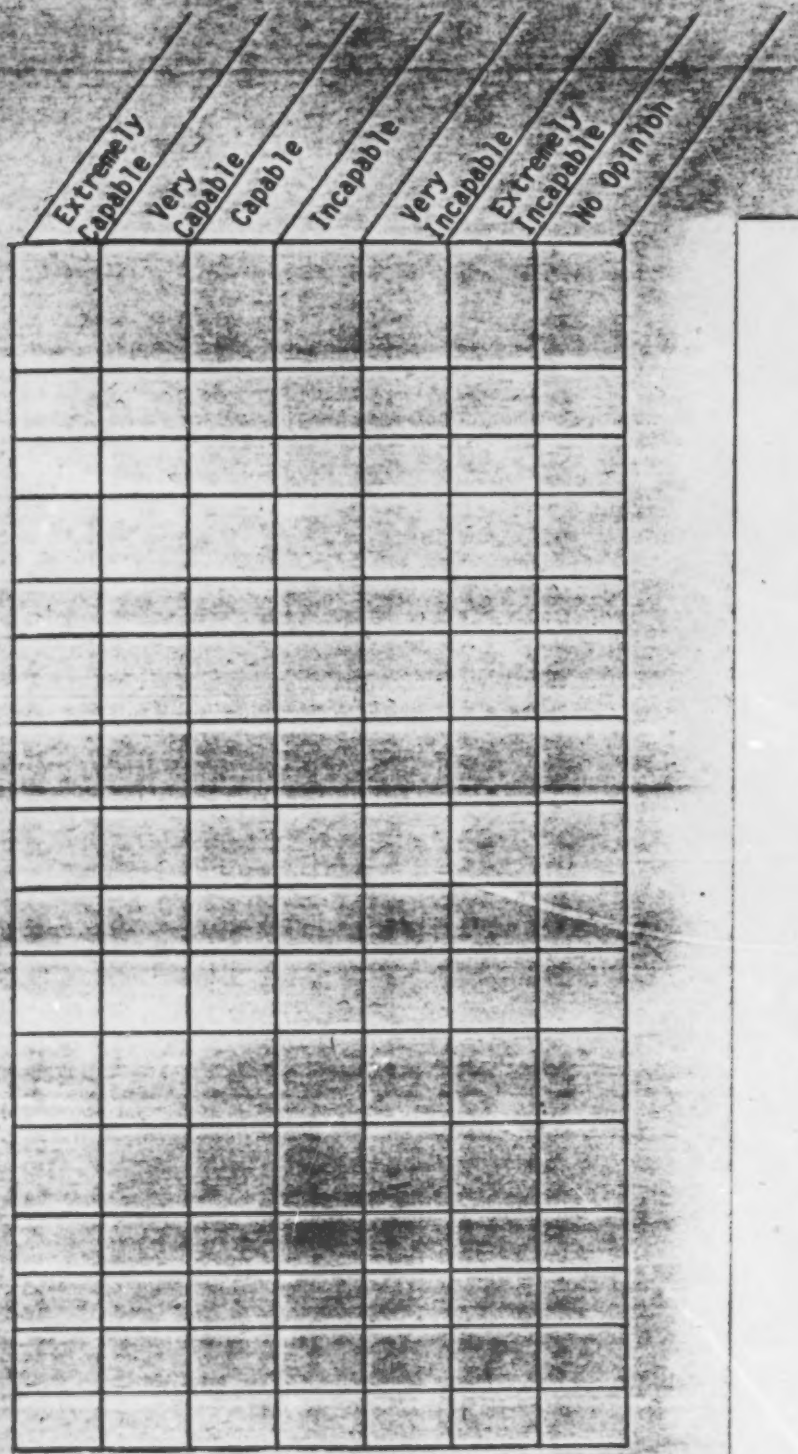
   Bachelor's _____ Master's _____ Specialist's _____ Doctor's _____

5. How did you seek teaching positions? (Mark all appropriate choices.)

   Placement Services at SIU-C _____ Through former teachers _____
   Professional Placement Service _____ Through friends other than former teachers _____
   Personal applications _____ Other _____
   I did not actively seek a position _____

TURN PAGE

Regardless of whether you have taught since graduation, indicate below the degree to which you personally feel capable of performing the activities listed in the middle of the page.



1. Your ability to develop instructional objectives within the ability ranges of the students.

2. Your ability to establish and maintain rapport with the students.

3. Your ability to prepare long range course plans and objectives.

4. Your overall ability to evaluate the results of your teaching endeavors.

5. Your ability to maintain effective classroom discipline.

6. Your ability to develop and use a system for evaluating student progress in learning.

7. Your ability to organize subject matter and instructional activities so that students do learn.

8. Your ability to assess the level of student abilities prior to instruction.

9. Your overall ability to provide instruction to the students.

10. Your ability to use an appropriate variety of instructional techniques.

11. Your ability to develop formal assessment procedures consistent with the instructional objectives of the class.

12. Your ability to pace the process of instruction according to the responses of the students.

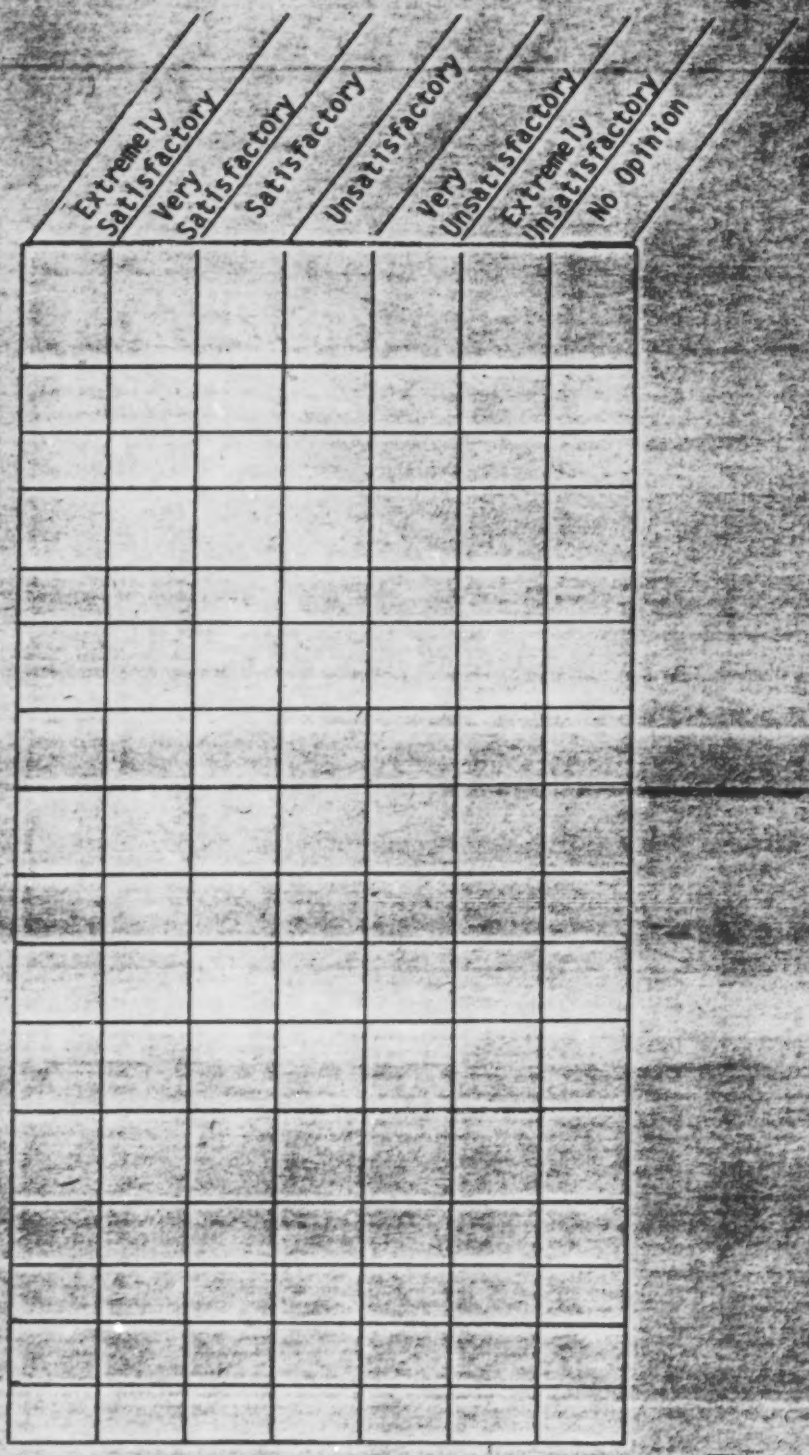
13. Your overall ability to plan for teaching.

14. Your ability to motivate the students.

15. Your overall knowledge of your subject matter.

16. Your ability to communicate effectively with the students.

Regardless of whether you have taught since graduation, indicate below the degree to which you feel the Teacher Education Program at SIU-C was satisfactory in preparing you to perform the activities listed in the middle of the page.



Turn Page

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

College of Education

In order to assess and improve the Teacher Education Program at SIU-C, we are conducting a survey among a select group of Program graduates. The purpose of this research is to obtain your opinions regarding the effectiveness of the Program's preparation of teachers.

Regardless of whether or not you have taught since graduation, your opinions are of the greatest importance to us. For this reason we are conducting this study in a manner different from most surveys. Instead of using a mail survey we should like to obtain your response to the enclosed questionnaire by telephone.

We should like to request that you read and reflect on the items contained in the short questionnaire; perhaps you may even wish to fill it out. In any event, may we ask you to keep the questionnaire close to the telephone for the next few weeks? Within the next four weeks a representative of my office will attempt to contact you by phone and record your response.

By using this method we shall be able to obtain your valuable input concerning the Teacher Education Program. Of course all answers will be confidential and will be used only in combination with others to form a composite picture.

Many thanks for your time and assistance.

Sincerely yours,

Elmer J. Clark

Elmer J. Clark, Dean
College of Education

/ssb

COMBINATION SURVEY SCHEDULE

Name:_____

	Date	Begin Time	End Time	Call Code
1.				
2.				
3.				

Hello, my name is Eddie and I'm calling from Southern Illinois University in Carbondale. May I please speak with _____?

If not at home: I am calling in reference to the yellow Teacher Education Program Questionnaire which we recently sent. Do you know if she/he received it? Yes___ No___ Well, it is important that I talk to _____. When do you expect her/him to return?_____. Fine, I'll try back then. Thank you and good night.

If at home: Hello_____? By name is Eddie and I'm calling for the Dean of the College of Education to obtain your responses to the yellow Teacher Education Program Questionnaire which we recently sent you. Did you receive it? Yes___, No___

If rec'd question: Good. Could I ask you to spend a few minutes and give me your responses? (GO TO NUMBER 1)

If not received question: I'm sorry that you did not receive the questionnaire, however, since I have you on the phone I'd like to ask you some questions regarding your opinions of the Teacher Education Program at SIU-C. It will take only a few minutes to answer the survey and your answers will help us improve the program.

1. No answer--Call back.
2. Answer--S not home--Call back.
3. Answer--S not live here--Call_____
4. Answer--S no live here--NO call back.
5. Answer--S inconvenient-- Call back at _____
6. S refused to respond--NO call back.
7. Telephone disconnected--No call back.
8.
9.

_____1. May I ask you---What type of standard teaching certificates do you hold?
Early Childhood____, Elementary(K-9)____, High School (6-12)____, Special (K-12)____

_____2. Since your graduation from SIU, what types of teaching positions have you held?
A fulltime position?____, A parttime position?____, A substitute position?____, A teacher's aid?____

IF NONE HELD GO TO 2B

COMBINATION SURVEY SCHEDULE (continued)

_____2A. Are you currently teaching? Yes____ What is your current teaching assignment?_____
No_____ What was your most recent teaching assignment?_____

_____(recent position)

_____Excluding student teaching, approximately how many years of teaching experience have you had?_____years.

_____2B. Could you tell me the one reason that you have not taught? Was it because of Homemaking___, Military service___; Because of working in industry___, or working in government___, because you continued on in school___, or that you could not find a job teaching___, or the teaching salary was poor___, OTHER_____.

_____ What is your current occupation?_____

_____ Do you feel that the experiences in the Teacher Education Program at Southern helped you in your present job?
Yes___(go to IF SO,) No__(go to 3)

IF SO, in what way?_____

_____3. Excluding in-service workshops, approximately how many semester hours of academic work beyond the Bachelor's degree do you have?_____hours.

_____4. What is the highest academic degree that you hold? Bachelor's___, Master's___, Specialist's___, or Doctorate___.

_____5. Did you seek any teaching positions? Yes___(go to question below) No___(go to SIXTEEN ITEMS)
How did you seek teaching jobs?
Through the Placement Services at Southern?___,Through a Professional Placement Service?___
Through personal applications?___, Through former teachers?___, Through friends?___
OTHER MEANS_____

Regardless of whether you've taught since graduation, I'd like to ask you to judge the degree to which you personally feel capable of performing some teaching activities.

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COMBINATION SURVEY SCHEDULE (continued)

_____1. For instance, how capable do you feel you are when it comes to developing instructional objectives within the ability ranges of the students? Do you think that you are Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable; or do you have no opinion about your ability.

_____2. How capable do you feel you are in establishing and maintaining rapport with the students? Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable or do you have no opinion about your ability?

_____3. How would you judge your ability to prepare long range course plans and objectives? Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable or do you not have any opinion about this ability?

_____4. What about your overall ability to evaluate the results of your teaching endeavors? Do you feel you are Extremely Capable, Very Capable, Capable, Incapable, Very Incapable, Extremely Incapable or do you not have any opinion?

_____5. What about your ability to maintain effective classroom discipline?

_____6. What about your ability to develop and use a system for evaluating student progress in learning?

_____7. What about your ability to organize subject matter and instructional activities so that the students do learn?

_____8. What about your ability to assess the level of student abilities prior to instruction?

_____9. What about your overall ability to provide instruction to the students?

____10. What about your ability to use an appropriate variety of instructional techniques?

____11. What about your ability to develop formal assessment procedures consistent with the instructional objectives of the class?

____12. What about your ability to pace the process of instruction according to the responses of the students?

____13. What about your overall ability to plan for teaching?

____14. What about your ability to motivate the students?

COMBINATION SURVEY SCHEDULE (continued)

____15. How capable do you feel you are when it comes to your overall knowledge in your subject matter?

____16. How capable are you in communicating effectively with the students?

Good.....

Now using the same activities as before, I'd like you to judge the degree to which you feel the Teacher Education Program at Southern was satisfactory in preparing you to perform the activities.

____1. For instance, how satisfactory was the Teacher Education Program at Southern in preparing you to develop instructional objectives within the ability ranges of the students? Extremely Satisfactory, Very Satisfactory, Satisfactory, Unsatisfactory, Very Unsatisfactory, Extremely Unsatisfactory or do you have no opinion.

____2. How satisfactory do you feel the Teacher Education Program was in preparing you to establish and maintain rapport with the students? Extremely Satisfactory, Very Satisfactory, Satisfactory, Unsatisfactory, Very Unsatisfactory, Extremely Unsatisfactory or No Opinion?

____3. How satisfactory was the Program in preparing you to prepare long range course plans and objectives? Extremely Satisfactory, Very Satisfactory, Satisfactory, Unsatisfactory, Very Unsatisfactory, Extremely Unsatisfactory or No Opinion?

____4. How satisfactory was the Program in preparing your overall ability to evaluate the results of your teaching endeavors?

____5. How satisfactory was the Program in preparing you to maintain effective classroom discipline?

____6. How satisfactory was the Program in preparing you to develop and use a system for evaluating student progress in learning?

____7. How satisfactory was the Program in preparing you to organize subject matter and instructional objectives so that the students do learn?

____8. How satisfactory was the Program in preparing you to assess the level of student abilities prior to instruction?

COMBINATION SURVEY SCHEDULE (continued)

____9. How satisfactory was the Program in preparing your overall ability to provide instruction to the students?

____10. How satisfactory was the Program in preparing you to use an appropriate variety of instructional techniques?

____11. How satisfactory was the Program in preparing you to develop formal assessment procedures consistent with the instructional objectives of the class?

____12. How satisfactory was the Program in preparing you to pace the process of instruction according to the responses of the students?

Just a few more questions and we will be finished----

____13. How satisfactory was the Program in preparing your overall ability to plan for teaching?

____14. How satisfactory was the Program in preparing you to motivate the students?

____15. How satisfactory was the Program in preparing your overall knowledge of the subject matter?

____16. How satisfactory was the Program in preparing you to communicate effectively with the students?

Do you have any additional comments about the Teacher Education Program or any reaction to the survey itself?

That completes the survey itself. On behalf of the Dean, let me thank you for giving us your time and your opinions. Good night.

SECOND CUT-OFF
Well, again I'd like to thank you for helping us. I really must go now because I have to make several more phone calls this evening. Again thanks and good night.

THIRD CUT-OFF
I'll certainly pass on that information, however I really must hang up and make another series of phone calls tonight. Thanks so much for your help.

COMBINATION SURVEY SCHEDULE (continued)

FOURTH CUT-OFF

We could talk all night about this but I simply must hang up. Drop by the office sometime and we'll talk further.

APPENDIX B

DESCRIPTION OF TYPES OF TEACHING POSITIONS HELD BY THE RESPONDENTS TO THE TEACHER EDUCATION PROGRAM SURVEY

TABLE A

Type of Teaching Positions Held By Respondents to the Teacher Education Program Follow-up Survey According to the Respondents' Year of Graduation

Type Position Held	1970	1975	Total	%
Agriculture	2	1	3	1.4
Art	1	0	1	.04
Biological Science	1	2	3	1.4
Business	2	6	8	3.9
Early Childhood	0	2	2	1.0
English	3	1	4	1.9
Elementary Education	34	27	61	30.1
Foreign Language	3	1	4	1.9
General Science	0	5	5	2.4
Geography	0	2	2	1.0
Health	1	3	4	1.9
Home Economics	5	2	7	3.4
Language Arts	0	1	1	.04
Math	1	8	9	4.4
Music	2	0	2	1.0
Industrial Arts	0	2	2	1.0
PEM	7	1	8	3.9
PEW	1	5	6	2.9
Political Science	2	0	2	1.0
Social Studies	3	1	4	1.9
Speech	2	0	2	1.0
Speech Pathology	1	0	1	.04
Occupational Education	0	8	8	3.9
Counseling	1	0	1	.04
Reading Specialist	0	3	3	1.4
Subject unknown	1	0	1	.04
Driver's Education	1	1	2	1.0
Jr. College	3	1	4	1.9
Substitute	4	6	10	4.9
Homebound	0	1	1	.04
Teacher's Aide	0	1	1	.04
Kindergarten	0	1	1	.04
Librarian	1	2	3	1.4
Administration	2	0	2	1.0
Special Ed. (Gen.)	1	4	5	2.4
Special Ed. (BD)	1	4	5	2.4
Special Ed. (MR)	5	3	8	3.9
Special Ed. (LD)	1	2	3	1.4
Totals	111	91	202	100.0

APPENDIX C

SELECTED COMMENTS RECEIVED FOR THE FREE-RESPONSE ITEM OF THE TEACHER EDUCATION PROGRAM FOLLOW-UP SURVEY

"Learning about kids in the classroom is a little different from actually teaching. I found alot of what I learned at SIU was very idealistic. Also, I was prepared for an intermediate grade and have found 1st grade hard to adjest to."

"I believe this program emphasizes too many formal procedures in teaching and tended to overlook or stress the importance of a student to teacher type communication before an adequet academic atmosphere can be established."

"I feel more emphasis should be placed on classroom discipline and subject matter instead of concepts."

"More attention should be placed on actual classroom situations. Either as direct experience or lectures by long standing teachers, especially the lower abilities group."

"Stop advising male students that they will have no problem in finding jobs - it is not true! I was advised this way for years and men who are in school are still being advised this way. There are very few jobs available - regardless if you're male or female."

"The teaching program is relatively fine. My point is that the student, himself, is what will make good or bad, teacher. Anyone, practically, can learn the academics of education. But, for example, some people aren't disciplinarians, or some people have a problem communicating - the list is endless - it all goes back to well-roundedness is what will probably produce the best teacher."

"I would like to see the supervising teachers in high schools to some how be qualified for what they are doing. Many student teachers have bad experiences of teaching because of poor supervising teachers in the schools they student teach in."

"The program needs to limit the undergrad acceptance no. Students need to be required to participate in extracurricular activities in their own field."

"I found 2 courses to be a total waste of time and of no use to me in the field of teaching. They are the required courses: "Philosophy of Education (30s)" and "History and Principles of Secondary Education". A reevaluation of course contents and course objectives would be definitely beneficial to the Education Program."

"Re: Survey. I feel this type of rating does not actually justify overall preparation of the T.E.P. I would suggest, if possible, a multiple choice questionnaire survey to obtain practical effects of the program at S.I.U.-C. Please contact me for further assistance."

"The most effective Teacher training I received was from my co-operating Teacher - not from the Uni."

"The Teacher Education Program at SIU-C does not teach the techniques on the middle pages! The professors do not even teach by the methods they try to learn to the college students."

"I see that a general First Aide Course should be mandatory in the Teacher Ed. Program. A Teacher must be prepared to handle First Aide emergencies in her class. This is a good questionnaire. I'm glad something is being done about the TEP."

"I returned to SIU-C to fufill requirements (state) for a B.D. certificate. I found the two courses nearly irrelevant and poorly taught. Most students feel the teaching staff needs some upgrading. More real recent classroom experience by prof's would be a necessity. Also, less stress on their research and more importance placed on educating college students in their classes."

"This survey is just 3 yrs. too late. I think its effectiveness should be utilized to the highest degree. I find that my graduate courses don't begin to compare w/ my undergraduate courses. They (grad) are extremely easy."

"I feel more instruction in learning center type activities is needed and more instruction in motivational techniques."

"No amount of classwork can prepare you for the daily work and situations of teaching. So many of my low marks for my preparation are not critical of the program but of the inability to prepare people to measure up to the job. S.I.U., as most of the state schools, is basically producing a more liberal and careless 1st year teacher than many school systems would like to see. Get tough!"

"The survey is not too bad but of course ones assessment of oneself will always be a little higher than the truth. The Teacher Education Program when I went through it was not practical what so ever. It must be practical to be relevant."

"I think more specific communication skills should be experienced by education students, as well as interpersonal relations. It is not so much how much one knows but how well he presents it. Also, a educator should be exposed to a variety of challenging (unsure) situations - so that he/she will not be afraid to try new methods of teaching a particular subject. Sometimes, a classroom becomes too secure a surrounding and lecture or discussion too secure methods: create challenging situations without the threat of failure."

"I personally am a more capable teacher (also a more capable social person) in a non-traditional, experiential setting; capabilities which the SIU-C teacher education program didn't especially help me to develop. I feel that the entire educational perspective (goals, methods, approaches) K-16 needs an overhall consistent with today's and tomorrow's social-ecological needs, beginning with Dewey's philosophy and toward a world view of interaction and interdependence. There is more than one kind of "classroom", which this survey doesn't get at - although it probably does reflect the predominant situation of 4-walls - alas!"

"The Program does not give a student enough of "real world" experience."

"I feel one of the best programs SIU has is the observation in the classroom- & if at all possible it should be done at the school where the student teacher will be, & he should do his observation the semester before he student teaches or at least with the students he will be in contact with when he student teaches."

"I feel that the teacher education program is very adequate."

"Getting a teaching job is extremely difficult! Reduce General Studies requirements to absolute minimum. Classroom experience should be at maximum possible level. No one can learn without this experience! I would have many more questions for my teachers now that I have had teaching experience. Have classroom experience concurrent with course work."

"My major field of study gave me the necessary knowledge of subject matter but Teacher Ed. Program at SIU-C did not equip me with the tools to convey my knowledge to students. In my situation I learned by the seat of my pants in front of a class while student teaching."

"I feel it is lacking in the basics but too strong on "fun and games". Such as in elem. lang. arts all I learned was to make puppets rather than how to teach the skills."

"There seems to be little corelation between success in Ed. courses + success in teaching - more experience with children as early as possible is badly needed."

"I believe more and better supervisors are needed in your student teaching program. The majority are very ineffective. Perhaps old age is a factor."

"I feel as though the Teacher Education Program at SIU is one of the best in the country. The skills I acquired while a student have served me well in my career thus far."

"The T.E.P. at SIU-C needs courses in discipline. Many students, including myself, become baffled when faced with a discipline problem. Effective techniques would, in my opinion, be highly helpful."

"I feel that S.I.U.'s education program as improved tremendously since my freshman year was in 1971-72."

"8. Law prohibits examination of student records. 15. Lack of preparation to teach grammar, mythology, composition. Well prepared for literature, short story, novel, poetry. A longer period of student teaching (covering more content) would have been very valuable. Several problems with judment is final grades for students. Atho teachers in system don't follow a rule or formula but judge by other means. So what is the beginning teacher to do?"

"I would have liked more actual experience with teaching during college. Also the counciling I received was not helpful. I ended up graduating too limited in what I can teach."

"My Student-Teaching course and a beginning Math course were the only to courses that had any influence on my teaching skills."

"I think a practical course on classroom discipline for elementary students would be beneficial to prospective and current teachers. Not a behavior modification type approach. I think discipline, and not instruction, is the difficult aspect of teaching. I love to teach, but I get tired of thinking of ways to discipline those children who would rather cause trouble instead of learning something. Time spent on discipline is too often time wasted!"

"I am very pleased with the education I received from the physical education department. It's been six years since I graduated and I still feel confident in the training I received."

"I feel more practical experience of some kind should be developed. Since I do not know all the problems involved in serving more practical experience at SIU.-C then I cannot offer any alternatives. Thank you!"

"I feel the student teaching program should be changed. You should spend some time in additional school - not all semester in one school."

"I would like to see a student in the Teacher Education Program receive more practical classroom (student teaching) experience. The theory from classroom work is not always the best way to learn."

"I feel it was hard to relate to a class of college age students doing a lesson for primary level. There really is no comparison on doing a mock lesson and real class presentation."

"Big thing was the fact that beginning teachers salary $7800/yr. Flunkie Coal Miner $24,000/yr. - Which way would you go?"

"Unfortunately, we are not prepared for teaching through our college experiences. I learned how to be an effective teacher when I obtained my first job."

"Actual teaching experience helped me improve and develope teaching methods & means of evaluation & assessment. My main complaint was that we were not sufficiently taught to deal w/ inner city discipline problems - I learned the hard way!"

"I feel least adequat in teaching reading (which is most important) and feel SIU-C did very little to prepare me for this task."

"The education dept was established sufficiently but not as innovative in instruction as the need when actually before the class . Television has changed the whole attitude of today's student and approaches to education is almost within the acting business."

"I felt well prepared from SIU, but I hope I continue to improve through experience."

"The teacher educ. program was in no way helpful to me. All I've learned about teaching has been through experience. I cannot even remember a course or a teacher from SIU."

"Placement Svcs is very useful. After completing military svc, I may return to SIU for a Masters late next yr."

"It has been seven years since I graduated and I realize times & things do change. However, many times I have thought that theory at S.I.U. was good - but practical - can use in the classroom left much to be desired. I feel more time in a classroom besides student teaching and ideas - files of them & making games etc. - especially if training for K-6! I remember spending hours in an IM course splicing pictures that could not be even a 1/16 of an inch off. I got an A in the course - but it was ridiculous a primary teacher doesn't have time. Teaching students tips on how to get a job once their out is an art in itself. I moved 4 times & know how I approached the position is why I g. . the job & (in one case 100's didn't)."

"The more chances for "in the class" experience - aids, student teaching, or one day/week per quarter type work - the better. Class work in education is, of course, important but getting in and working with the children teaches you alot in a short time."

"The T.E.P. at SIU should provide more courses in exceptionality and insist that every teacher grad. have a basic competency in teaching this type student."

"I feel the area which needs the most improvement is in the instruction of classroom discipline. The major problem in our classrooms today is lack of discipline by the teacher. After being away from H.S. teaching for four years, I now substitute for our junior high, & the lack of order in the classroom is appalling! There can be no learning unless there is order. The Teaching Prep courses offered no suggestions as to this matter, & one is thrust into a sometimes unpleasant situation. Good rapport can be established only after respect for a higher authority is recognized."

"Asis probably true of most professions, I learned more about actually teaching my first year than I did in Southerns Teacher Ed. Program."

"I sincerely hope the Teacher Education program has improved since I went through it."

"The Programs in Education should be taught more realistic. It should prepare future teachers for what they will really face, especially in an intercity area. Any new white teacher coming to teach in Chicago must be prepare to teach in a black school."

"The validity of this questionaire may be questionable because many of us (I.E. S.I.U. Grads) are in teaching positions which are off certificate. In my case I am in an 8th. grade self-contained situation which I'm not pleased with. My real qualifications are H.S. Social Studies & needless to say I couldn't buy a job with that certificate."

"Student teaching was the most valuable part of my education. More time should be spent in the classroom, observing and participating."

"I had some great professors in the School of Home Economics, such as Dr. Keenan, who taught practical things of value in the classroom. I feel I was better prepared for teaching than the average graduate from the college of education, or from another University."

"Student teaching was really the only beneficial program that helped prepare one for a teaching assignment. However I really feel only actual teaching experience helps prepare one."

"Have the students work more in a classroom situation than just when they student teach. Do more with discipline procedures; i.e. how to deal with the disruptive child, hyperactive child, arrogant child, the undisciplined child from home, bullies etc. I found my st. teaching my most profitable of my college days. Do more with kids is the best education for anyone who wants to be a teacher. Teaching is not an easy profession these days!"

"Feel I received a good education at SIU. Many of the education courses were not very useful. Need instructors who "have been there" i.e.; have actually taught in ele. or sec. schools rather than PH.D.'s who have their experience thru books. Courses taught by PH.D.'s who had taught were much more helpful in teaching."

"The most valuable courses were student teaching, and other courses in which you could apply & test your knowledge in realistic situations; and those at 400 & 500 levels. N.I.U. has a successful "Junior Participant Program", National College teachers "Teacher Effectiveness Training" - Excellent! These programs could help fill in some of the gaps."

"It has been 2 years since I even substituted so it is hard to answer a lot of the questions in the middle of the page. Overall I thought the physical education program was excellent. I enjoyed it very much my experience @ SIU."

"Training teachers is a very complicated process which did not prepare me for the degradated position which I was placed in. The pay is below subsistance level and the teacher is expected to perform miracles for this meager pay. Because of the lack of pay I went back to college and heartly recommend to all people that I find on the course to teaching to veer."

"I feel Southern gives you a good foundation for the fundamentals of teaching; but as far as discipline and communication with students is concerned; I feel that the only way to get this is through experience. I also felt the program that put you in a teaching situation was excellent. Ex. The one where we put 2 hrs. a week at a school."

"I feel that the addition of the pre-student teaching courses, such as 302, has been a very valuable addition to the program at present. I believe I could have benefited from such a program had it existed 6 years ago. In general, I feel that I was adequately prepared in the program that existed then."

"I am glad S.I.U. is taking this survey. Basically I feel that the education program was very satisfactory as far as classroom instruction. At the time I was in school, there wasn't much opportunity for actual classroom experience except student teaching. I feel that this would have been more beneficial to me."

"A T.E.T. program (Teacher Effectiveness Training) course should be a part of the preparation for teachers. This course has help me and many others very much in dealing with students! (Very practical)"

"Depending on the length of Teacher experience, these responses will vary greatly. Unless these variables are going to be cross-tab with years of experience, etc, this is not going to be a good test. I really don't feel S.I.U. prepared me for teaching, especially in areas of discipline, professional organizations, laws that affect teachers, etc."

"Teaching methods at S.I.U. have had nearly no impression on me. Unless it has changed drastically in the past 6 yrs. needs some renovation. The affective areas of student-teacher relationships needs more emphasis; a need for more concern of student's and teacher's feelings."

"I feel I was not exposed to enough varieties and methods for teaching reading in the primary grades."

"I feel that my preparation for the field of media librarianship under the guidance and instruction of the teachers in the Instructional Materials Dept. at SIU-C was excellent."

"B.S. program - too heavy on theory - not enough practical - M.S. program much better."